

Little Acorns Pre School Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Little Acorns Pre School Nursery is a partnership and was registered in February 2012. It operates from St George's Church in Front Street, East Boldon. The pre-school has use of the first floor playroom reached by a flight of stairs and there is an outdoor area available for outdoor play.

The pre-school opens Tuesday, Wednesday and Thursday during school term times. Sessions are from 9am until 12 noon. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the pre-school at any one time. There are currently 14 children on roll. The pre-school is registered on the Early Years Register. It is able support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of child care staff, including the two managers. The managers hold a degree in Early childhood studies and social work, one member of staff holds a level 4 childcare qualification, two staff have a level 3 qualification and one staff member is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The managers and team offer a warm and friendly welcome to all children, their parents and carers. Children's learning and development is suitably promoted as they benefit from a range of interesting activities. Most areas of development are generally covered well. Systems to plan and record children's learning are being developed. Safeguarding and partnerships with parents and carers are strong. Suitable systems are implemented to monitor and evaluate the quality of the provision to ensure continuous improvement is satisfactorily maintained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the planning of activities and monitoring of children's progress, using the observations of children to plan the next steps in their learning
- review the organisation and grouping of children to provide different learning opportunities for individual children or groups who may need extra support or more challenge
- develop further the information communication technology resources for more able children.

The effectiveness of leadership and management of the early years provision

Children are well protected through clear safeguarding procedures and staff's good understanding of them. This is supplemented by a range of detailed policies and procedures. The recruitment procedure ensures that all staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. The premises are secure with effective procedures being in place for the collection of children, ensuring they are well protected. Children's safety is enhanced with regular risk assessments and daily safety checks of the premises.

The environment is welcoming and children's artwork is displayed well, which promotes their self-esteem. There is a broad range of resources. These are well organised, labelled and stored at children's level. The daily routine is flexible. It incorporates free play both indoors and outdoors in addition to a suitable balance of adult-led activities. Children spend the majority of the session as a whole group. This, on occasions, has a negative impact on challenging children of different ages and abilities. For example, at song time some children lose interest and distract the others.

Relationships with parents and carers are good. Induction procedures are tailored to meet the individual needs of the children. Consequently children settle well. Staff ensure detailed information is obtained from the parents and carers prior to the placement commencing. This includes the children's interests, family members, dislikes and comforters. Staff work hard to ensure parents and carers are kept informed of their children's progress and welfare on a daily basis. This enables them to continue their children's learning at home through similar activities. Questionnaires are completed by parents and carers and used as part of the self-evaluation process. For example, they express an interest in attending parents' evenings and these are now being considered for the new term. Parents and carers express great satisfaction with the pre-school and the commitment of the staff. Staff demonstrate an awareness of the need to work with other professionals to support children's overall development. They have started to implement suitable systems. For example, they have organised a meeting with the health visitor and contacted the local nursery school.

Systems for self-evaluation are satisfactory and ensure most of the setting's strengths and weaknesses are identified to enhance the outcomes for children. The manager is motivated and has identified areas for development. These include the planning systems, recording of children's progress and the development of the parent's area.

The quality and standards of the early years provision and outcomes for children

Staff have a sound understanding of the Early Years Foundation Stage. They provide a learning environment that suitably supports children's overall learning and development. Children arrive happily at the pre-school and part confidently

from their parents and carers. They are content, happy and settled. Children generally behave well in the pre-school. Staff encourage them to be kind to each other and give regular praise and encouragement to promote positive behaviour. Children's communication skills are developing well. They make their needs known to staff through gestures and spoken words. Children develop a suitable awareness of problem solving, reasoning and numeracy as they count and name colours as part of their play. For example, they count flying saucers when singing the song. Children thoroughly enjoy the variety of creative activities on offer on a daily basis including sand, paint and chalk. They develop their concentration when pouring water into tubes and jugs and discussing how it comes out. This promotes children's self-expression whilst having fun. Children are beginning to use their imagination, for instance, as they play intensively with the train set. They have suitable opportunities to learn about living things. An example of this is when they look at tadpoles and discuss the changes as they become frogs. They develop a suitable understanding of the world around them as they celebrate festivals and access resources that promote positive images of others. Children nurture their skills for the future as they access some interactive resources, such as cameras and compact disc players. However, equipment to challenge more able children in this area is not readily available. This has a slightly negative impact on their ability to practise such skills.

Basic planning and assessment system are in place. Written observations of children at play are recorded. However, these are not consistently used to plan the next steps in children's learning. This impacts on the effectiveness of the planning process for individual children.

Children are cared for in clean, well-maintained premises. They demonstrate a strong sense of belonging and show a good understanding of how to keep themselves safe. For example, they mop up spillages and use tools and resources safely. Children's health is promoted appropriately at the pre-school. They are provided with generally healthy snacks, such as milk, juice, fruit and biscuits. Children demonstrate a suitable understanding of simple personal hygiene practices as part of the daily routine. They engage in daily physical activities both indoors and outdoors, including music and movement sessions. A clear sickness policy offers parents and carers information about exclusion periods for children who are unwell. This ensures that children are not placed at risk of infection and illness and further supports their health. Documentation is well organised and clear records are in place, readily available and stored securely to protect confidentiality.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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